

ABC Pre-School

Ellesmere Road, Culcheth, Warrington, Cheshire, WA3 4BJ



Inspection date	6 January 2016
Previous inspection date	14 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff have a good understanding of how children learn and develop. They provide interesting and challenging activities that motivate and engage children, contributing to the good progress they make.
- Disabled children and those with special educational needs are supported extremely well. Staff work in partnership with other professionals who are involved with children to enhance and support their learning.
- Children's behaviour is excellent and staff are very good role models. Children learn to share as they play together which creates an extremely positive atmosphere throughout the pre-school.
- Staff are committed to working in partnership with parents which effectively contributes to children's progress. Parents speak very highly of the pre-school and how staff tailor support to meet their child's individual needs.
- The manager is dedicated and displays a clear commitment to providing a high-quality service. She carries out a regular review of the provision and accurately identifies any areas for improvement.

It is not yet outstanding because:

- The programme of continuous professional development for staff is not yet sharply focused to raise the quality of teaching to an outstanding level.
- Staff do not always plan exciting and challenging activities for children who learn best in the outdoor environment.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the programme of continuous professional development to support staff to continue to improve their knowledge and to raise the quality of teaching to an outstanding level
- review and reflect on the current planning systems, to ensure that children who learn best in the outdoor environment are provided with activities that effectively challenge and motivate them.

Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to both children and staff, and observed play and learning activities within the main environment and the outdoor environment.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector met with the manager and checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector had a tour of the premises.

Inspector

Alison Regan

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff are very clear about their role in keeping children safe and secure. They fully understand the procedures for referring any concerns that they have about a child in their care. There is a comprehensive recruitment and induction procedure which helps to ensure that staff are suitable to work with children. Staff employed at the pre-school are well qualified and work extremely well as a team. Staff have regular supervisions and are provided with regular opportunities to undertake further training. This helps children benefit from good quality teaching which has a positive impact on their learning. The manager effectively reviews the progress of individual children, and different groups of children, to ensure any gaps in their learning are identified and addressed.

Quality of teaching, learning and assessment is good

Staff collect good quality information from parents to identify children's interests and capabilities, when they first join the setting. They complete regular observations of children's learning and development and use these well to identify next steps in their learning. Children receive good quality teaching by staff which is based on their individual learning needs. Children's speaking and listening skills are particularly well supported and children with English as an additional language make good progress. Staff model speech very clearly. They use strategies that promote children's confidence and ability to communicate with their peers. Children become engrossed in listening to stories and staff introduce new words to extend their growing vocabulary. Staff carefully observe what children are doing and respond appropriately linking learning into fun, purposeful play. For example, children play enthusiastically with the play dough. Staff take the opportunity to support them in developing their mathematical skills as they learn about shape, size and number recognition.

Personal development, behaviour and welfare are good

Staff have created a friendly and welcoming environment. Children are very happy and well settled in the pre-school. They have formed secure attachments with their key person and effective settling-in procedures are in place. This helps to support children's growing confidence and self-esteem. Staff provide an environment that promotes children's self-care and independence skills well. Children are confident, keen and enthusiastic learners who love to explore the wide range of activities available to them. Children are provided with healthy snacks and learn the importance of washing their hands at lunchtime. Opportunities for children to play outside help promote their health and physical development. Staff successfully promote children's understanding of their local community. Children visit places of interest within the community, such as the library, and they enjoy taking part in nature walks.

Outcomes for children are good

All children, including those who receive funded early education, are making good progress. Children are acquiring the necessary skills to support their next phase in learning and eventual move on to school.

Setting details

Unique reference number	EY301639
Local authority	Warrington
Inspection number	848887
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	48
Number of children on roll	45
Name of provider	ABC Pre-School Ltd
Date of previous inspection	14 October 2011
Telephone number	07712 318530

ABC Pre-School was registered in 2005. It opens from Monday to Friday, term time only. Sessions are Monday, Wednesday and Friday 9.15am until 2.45pm, Tuesday 12 noon to 2.50pm and Thursday 9.15am to 12.15pm. The setting employs nine members of staff. Of these, eight hold appropriate early years qualifications ranging from level 3 to level 6. The setting provides funded early education for two-, three- and four-year-old children. The setting supports disabled children and those with special educational needs. It also supports children who speak English as an additional language.

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